



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Title I 1003(g) School Improvement Grant (SIG) Application SY 2017-2018

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	Elkhart Community Schools (ECS)		Corp #	2305	
School	Roosevelt STEAM Academy (RSA)		School #	1805	
Superintendent Name	Dr. Robert Haworth		Email	rhaworth@elkhart.k12.in.us	
Title I Administrator Name	Beth Williams		Email	bwilliams@elkhart.k12.in.us	
Principal	Howard Edwards		Email	hedwards@elkhart.k12.in.us	
Mailing Address	201 W. Wolf Ave	City	Elkhart		Zip Code 46514
Telephone	574-262-5559	Fax	574-262-5733		
Total Funding Request	\$ 734,000				

Select Application Type: ☒ **Transformation** ☐ Turnaround ☐ Early Learning ☐ Whole School Reform ☐ Restart ☐ Closure

Part 2: Grant Award Information

1003(g) LEA application released	August 25, 2017
Technical assistance training through a live webinar. Join the webinar through this link . Number: (877) 422-1931 Pin: 140 029 8577	September 6, 2017 3:00 – 4:00 p.m. EST
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 140 029 8577	September 15, 2017 9:00-10:00 a.m. EST AND September 29, 2017 2:00-3:00 p.m. EST
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotformpro.com/72344844115959	October 12, 2017 9:00 am- 4:00 p.m. EST AND October 23, 2017 9:00 am- 4:00 p.m. EST
LEA applications due	October 27, 2017 4:30 p.m. EST
Preliminary Award Notification	December 1, 2017
Planning/Technical Assistance	December 1, 2017 – December 31, 2017
Early Implementation	January 1, 2018 – June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant (SIG)
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants (SIG)
Grant Award Number:	S377A160015

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
Howard Edwards	RSA Principal
Stephanie Kimmerly	RSA Assistant Principal
Helenia Robinson	Interventionist Teacher
Whitney Alexander	STEAM Coordinator
Shannon Stanley	Lead Teacher
Kate McFarland	1st Grade Teacher
Harold Walt	Music Teacher
Hillary Harder	El Sistema Teacher
Keturah Anderson	3rd Grade Teacher
Terri Huffman	4th Grade Teacher
Beth Williams	Director of Federal Programs
Tara White	Director of Literacy
Sheryl Keeslar	District Literacy Coach
Dawn McGrath	Deputy Superintendent
Tonda Hines	21st CCLC Program Manager

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Stdnts	General Discussion or Feedback Received
<i>Please note that It STEAM Academy had prepared a grant for last year's submission, but the grant writers were unable to secure the support of the Teacher's Association. This has been a year of building toward a renewed commitment to a bold plan, so previous work is listed here as well.</i>								
Urban Churches' Coalition	9/17/15 11:30 - 1:00 pm	47	5	3	3	4	2	Concept of STEAM was shared and well received. Students presented and performed. Community members toured the school and gave encouraging feedback.
District Strategic Planning Meeting @ RSA	5/12/16 7:00- 8:00 am	4	42	4	1	2	0	Superintendent introduced tenants of district plan which included opportunities to reconceptualize school themes and partnerships, invited engagement in the conversation.
Board Work Session	8/19/16 1:00 pm	1	4	0	7	2	0	Deputy Superintendent described urgency for the actions in the grant, the required commitments of the model, and the alignment of the activities to the district's strategic plan.
Regular Board Meeting	8/23/16 7:00 pm	13	5	6	7	8	8	Board reviewed the transformation plan and approved submission of grant.
Teachers' Association Review	8/24/16 9 am 1 pm	0	18	3	0	2	0	Members of the Teachers' Association review the grant and decided to deny endorsement because they did not trust the process or support the feasibility of extending the instructional day.
Community Partners	4/5/17 - 6/15/17	22	3	1		1		Individual hourlong meetings were held with each partner engaged in supporting the RSA school community to discuss the vision for moving RSA

								forward including opportunities to improve programming for parents, family literacy, and project-based curriculum development. Partners: Indiana Farm Bureau, Red Oak City Farm Garden, CAPS (Child and Parent Services), Women in Business, Community Education, HEA (Horizon Education Alliance), City of Elkhart Police and Recreational Department, Agape Missionary Baptist Church, CCJ (Center for Community Justice), and Notre Dame.
Title Funding	5/30/17 10-11am			12		3		Group received information on resources management through federal funding.
STEM licensing	6/1/17 2-3pm	1	2	2				After three years of working toward STEM credentials, the school was recognized as a STEM school.
School Data	6/6/17 1:30 - 2:30 pm			5		1		The Director of Assessment and Data worked with our SIP team to give meaning to our data and use it for planning.
SIP Planning	6/9/17 9-12:30 pm			2		1		Meeting to plan the school improvement work of the staff at the retreat culminating in a strategic meeting with the Superintendent.
Reading Plan	6/22 and 6/23/17 11-12pm		3	2		1		Team met to develop RSA reading plan component.
Planning session	7/6/17 10:30 - 1pm		3	2				One example of planning for staff retreat where big ideas for moving forward were discussed.
Staff Retreat - all day	7/11- 14/17		30	2		5		Staff worked to identify priorities and preliminary plans.
PLC Training	7/30 - 8/2/17		11	2		6		Three days of training on PLC (Professional Learning Communities) a

								foundational structure to consensus building based on the analysis of data and collaboration.
Teacher Evaluation Training	8/3, 8/4 9/14/17 all day			64		16		Critical to this grant was is the strategic use of the new teacher evaluation plan. Both administrators participated fully in this preparation.
Strategic Planning	8/7/17 10:30 - 3:00 pm		5	2		2		The timeframe began with a strategic planning session with the superintendent and continued with work on the STEAM curriculum.
High Ability Parent Meeting	8/8/17 4:30 - 5:30 pm	8	1	2		1	7	The main purpose of this meeting was to have a conversation with the parents of students with high abilities. Their contributions to the vision for the school are very helpful.
Parent Community Event	8/9/17 1-3pm	500+ (1000 backpacks were given away)	5	3			500+	Parents tend to come out and show interest in what the school is doing when there are events like this one. Families got free backpacks, haircuts, drink and food as they talk about the program ideas for the school.
21st CCLC	8/21/17 9-10am			4				Plans to align Title IV resources into the school vision were discussed.
PRG Meeting	8/21/17 4-5pm		5	0		4		It was discussed with the ETA (Elkhart Teacher's Association) that a new application for a SIG was in the works for RSA. Members were hopeful that the issues from last year had now been separated from the process of applying for grant funding.
SIP Meeting	8/31/17 12-1pm			2		8		The district team asked to hear a report on progress and discuss the plans for moving forward. In attendance were Assessment/Data, Technology, Curriculum, Federal programs, and Deputy Superintendent.

Second Round of Community Meetings	8/31/17 through 10/18/17	12	3	1		1		Continued conversations were held with Lifeline (Youth and Family Services) Tolson Community Center, Five Star (student mentoring), CAPS, Triple P (Positive Parenting Program), Community Education, Premier Arts, and CCJ.
SIG Planning	9/8/17 2:30 - 3:30 pm			2		2		The specific framework of the application was reviewed and work plans were advanced.
AdvancEd Diagnostic	9/15/17 1-3pm			44		5		The RSA team participated in district training, learning more about how the AdvancED process will provide progress data on critical variables of school improvement planning.
School Board Presentation	9/19/17 7:30 am	1	2	6	7	6		RSA presented their plan at a Board of Trustees worksession.
Grant writing check-in	10/2/17 4-5pm		5	2				The building leaders met with the administrators to check in on progress with authoring the grant.
Collaborative Conversation Training	10/4/17 8-3pm	1	40	2				Dr. Anthony Muhammad, a national trainer in PLC, provided daylong training for staff members which included how to engage in reflective dialogue, collaborative agreements, formal development of improvement efforts, and structures for collective inquiry and professional learning as a cultural expectation.
School Improvement and Grant writing check-in	10/9/17 3-6pm		1	2		7		The Instructional Leadership from central office supported the lead team in analyzing the formulation of the SIP in alignment with the grant proposal.
School Board Meeting	10/10/17 7-8pm	8	11	3	6	8	3	The Board approved the submission of the School Improvement Grant

Grant writing worksession	10/14/17 9am - 1pm		3	1		1		The small group gathered at the home of the Deputy Superintendent on this Saturday morning to take stock of the circumstances at RSA and rally to get a cohesive application constructed. The ETA president was present.
PLC Training and teacher input	10/17/17 7:45 - 8:45 am		40	2		1		The Deputy Superintendent presented the tenants of PLC to the RSA staff and prompted the teachers to provide input on what they believe was working well and what they saw as priorities for improvement. This input was incorporated in the LEA analysis.
Parent Meetings	10/18/17 11-8pm	250+	40	2				Parent conferences provided the staff another opportunity to interact with parents and hear their concerns.
Meeting with RSA Staff	10/24/17 7:45- 8:45pm		32	1		1		The Deputy Superintendent sent the draft application to all staff on October 23, 2017 and summarized RSA grant application components in person.
Meeting with RSA Staff	10/25/17 3:00 - 3:45pm		40	1		1		The Deputy Superintendent met with teachers to answer questions about the RSA grant application.
Meeting with RSA Staff	10/26/17 7:45 - 8:45pm		24	1		1		Teachers came with additional questions prior to meeting with the ETA to determine endorsement.

Instructions: Describe the process and comments from family and community input (1 page maximum):

Family and Community Input	
Family	<p>RSA serves a neighborhood of primarily rentals, most notably including the region's largest low income housing facility. Homes in the area were built about a century ago and list at \$29-53K¹, most being rented as temporary housing. Within a few blocks of RSA is Roosevelt Park, the scene of routine violence, including fights, shootings, and gang activity. Police are regularly called to the block and surrounding area for criminal mischief, graffiti, vandalism, and drug use. Perhaps the most tragic aspect of the area surrounding RSA are the levels of murder and attempted murder. In 2016-2017, the area surrounding RSA saw eleven shootings, resulting in the death of six individuals. The school community is in a perpetual state of grief and transition which compromises family input found in communities with less trauma.</p> <p>Despite this, more than half of the students have family members who came to the school's open house and 1,000 backpacks were distributed this fall. Those who have attended have shown appreciation for the educational and co-curricular vision established for the school since ECS named it a STEAM Academy four years ago. Although these events are well attended, there has been little success in identifying parent leaders or members to serve on a PTO or a School Improvement Team. Exit surveys asking for strategic input result in nonspecific support. A new PTO was formed this year with 10 members, only three of whom are not employees. Most of the envisioning of and contributions to this school community come from staff, church leaders, and volunteers from the local agencies. The resources available to the students and the progress that has been made speaks highly of the organizational leaders more than a lead parenting contingency. This challenge is an important consideration in designing this grant to attract strong staff members.</p>
Community	<p>The characterization of Elkhart as "The City with a Heart" is no understatement. The RSA neighborhood, including a middle school on the same city block, secured a 21st CCLC grant last year with the creation of a consortium of 15 community agencies. These agencies have a long-standing relationship in supporting the neighborhood, which may be a reason that families in crisis come to the area. Information regarding the SIG opportunity was shared during the summer of 2016 and engendered a strong SIG proposal that could not be submitted due to the lack of endorsement from the teachers' union. Since that time the consortium has continued to meet to review and advance the work involved in supporting the community through the 21st CCLC grant and applying for this SIG. The potential impact of access to education delivered by high quality educators is universally valued as the best chance for change.</p> <p>Recently, there has been increasing concern about the circumstances in and around the school. In an October meeting of the Board of School Trustees, a member who mentors boys in a number of Elkhart schools passionately called off the names of 100 males, ages 45-50, who grew up in the community, graduated from our schools... and have served at least three years in prison. Since even before the era of regulated school accountability, this neighborhood has perpetually been passed along and passed over. His call to action to "flip this generation" was extremely compelling and drew full commitment from the Board to take bold action.</p>

¹ <https://www.zillow.com>

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations

- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this SIB application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

☐ “Starting over” in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

☐ Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds

- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5: School Needs Assessment and Goals.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
Mary Beck Lab School and Early Childhood Center	PreK-6	F	Transformation	In Year One of Cohort 7 SIG
Mary Daly Elementary	K-6	F	Transformation	New status - Unable to apply due to time, using the \$40K for PD plan; ESC (LEA) is requiring engagement in the AdvancEd process to conduct needs assessment and fortify a strategic improvement plan.
Beardsley	K-6			Successfully advanced out of focus/priority status this month
Pierre Moran Middle School	7-8	P	Transformation	In Year One of Cohort 7 SIG
Roosevelt STEAM Academy (RSA)	K-6	P	Transformation	Current application

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (*1 page maximum per section*)

Data Processes

Instructional Process Data

In previous years, the IDOE offered technical assistance through onsite comprehensive school improvement visits to focus and priority schools. All eligible schools in ECS but RSA took advantage of this support. The difference in progress between those schools and RSA is evident. The Elkhart strategic plan now includes seeking accreditation from AdvancED in 2019. This provides a framework for extensive dialogue, collaborative reflection, data rich accountability and strategic leadership. RSA will receive two mock visits this year from the ECS central office team in preparation for 2019. Additionally, the district adopted the Danielson model in the summer of 2017 as the framework for teacher appraisal and is implementing it for the first time this school year. Prior to this, there was little in the way of research-based teacher rating systems and related professional development.

Student Academic Progress and Achievement Data

RSA maintains student data files in PowerSchool with individual records on IREAD and ISTEP+. These annual mandated standardized tests measure grade level achievement and individual growth of students in grades 3-6. WIDA ACCESS assessment data is collected yearly and made available to all staff in order to designate specific services based on domain growth and needs. Additionally, as a benchmark of learning, the MAP assessment provided by NWEA is used three times a year in grades K through six, producing multiple points to provide both instructional RIT band information, grade level equivalencies, and comparisons of actual to projected growth. The assessment is used to help teachers better understand and address the needs of their students. Teacher teams work with students and families to attain learning gains. Scores above the 90th percentile in NWEA and in the cognitive assessment, CoGAT, qualify students for high ability services. Parents are notified of results on a regular basis.

Progress Monitoring Data

There is much inconsistency in progress monitoring practices between grade levels and classrooms at RSA which will be addressed as a top priority. Some teachers use: (1) Scholastic Reading Inventory (SRI) to measure reading comprehension on a Lexile framework, (2) Journey's basil tests to measure knowledge and skills, (3) Engage NY exit tickets to identify math skills acquisition, and (4) DMR, a teacher-made daily math review quiz.

Student Social, Emotional, Behavioral, and Intervention Data

Discipline data is collected through the referral process. Grade level teams can analyze data by any field in the student record including patterns related to gender, grade, teacher, and racial subpopulations. A Multi-tier Systems of Support (MTSS) system has not received the attention needed for comprehensive implementation this year due to staff vacancies in the building, mostly in the areas of specialized teachers and instructional assistants.

Disaggregation of Data

The population of students at RSA is 8% white, 5% multiracial, 41% black, and 46% Hispanic. Poverty has consistently been certifiable at 100% with significant pockets of generational poverty within the school boundaries. Twenty high ability students were identified and 5 opted for transportation to

a high ability classroom in a different school. About 30% of the students are English Learners. Over 20% of the students have IEPs. Administrators are able to view student subgroup data on all the above measures and provide it for professional learning community consideration.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

Areas of strength:

Over the last five years, a number of worthy but independent programs have been initiated with much media attention and investment in professional development. Teachers who have received training and remained in their assignment at RSA may demonstrate: (1) Integrated inquiry-based curriculum (The IDOE recently certified RSA as a level one STEM school), (2) El Sistema music - the "A" in STEAM integration, (Students grades 3-6 receive musical instruments and instruction), (3) integrated technology use and (4) "Cowboy ethics" program that emphasizes character education. The greatest strength self-reported by teachers at a meeting on October 18, 2017 was their assertion of commitment to the children. These programmatic strengths are inconsistently evident in building walkthroughs. Professional Learning Community (PLC) training was initiated this summer with 11 teachers participating in a regional conference and 30 attended a four-day retreat intended to build cultural competence and teaming.

Areas for classroom improvement:

- Systemic classroom management, student discipline, routines, policies, and behavioral support procedures are currently inadequate. Two years ago, RSA had the highest number of suspensions in the county for any school including the high schools. This has been halved.
- Consistent vertically aligned curriculum that offers opportunities for differentiation is not evident.
- Tasks and assessments do not consistently ensure a higher level of rigor and student engagement.
- High quality formative assessments are unevenly utilized or unreliably implemented with fidelity.

Systemic areas of need

- Despite the assertion of a commitment to the children, RSA has the highest teacher absenteeism in the district. Along with 3 teaching positions still unfilled at the end of the first quarter, substitutes are known to select openings in other buildings or simply refuse offers for this building.
- Despite achievement data, the principal reported that about 55% of the teachers were rated as highly effective last year
- The building has been described as "toxic" by those who work there. Last spring, the district assigned a moderator to work with the teachers and a coach to work with the principal in order to foster respect and trust. The positive impact of that effort remains hopeful but fragile.
- A comparison of 2017 ISTEP+ pass rates between Indiana and RSA by ethnicity (bottom of next page) and poverty reveal a depressed performance across the board for all subpopulations. At RSA, students in poverty pass both English language arts and math ISTEP+ tests at the rate of 13.9% while the state average for the same group is 35.6%. Those who pay for their lunches pass at 21.2% at RSA while the state average is 66.1%. For math alone, students in poverty pass at a rate of 43.7% in Indiana while that rate falls to 20% at RSA. Students who pay for their lunches pass math ISTEP+ at a rate of 72.4% while that rate is 21.% in RSA. For English Language Arts only, the distinction is similar with the state rates being 55.1% and 77.9% for poverty versus paid lunch while the rates at RSA are 21.6% and 31.8% respectively.

These reported conditions have been a part of the culture at RSA for many years. As evidence of the despair, between last year and this year, 42% of the teachers left their positions due to retirement, resignations or voluntary transfer requests. Although there have been hopeful and energetic restarts, the investments tend to be abandoned. Adult problems take over. This year, RSA had the highest number of requests from families to transfer their students out of RSA to another school, so families feel it too. A school improvement review of all of this information only advanced the concern for RSA.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2015-16 Actual	SY 2016-17 Baseline	SY 2017-18 Goal	SY 2018-19 Goal	SY 2019-20 Goal	SY 2020-21 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	16.7%	15.8%	20%	25%	30%	40%
2. Percent of students proficient on ISTEP (ELA) (3-8)	25.2%	24.4%	30%	35%	40%	50%
3. Percent of students proficient on ISTEP (Math) (3-8)	29.1%	20.5%	30%	35%	40%	50%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	56.8%	32.9%	45%	50%	55%	60%
Leading Indicators						
1. Minutes in school year students are required to attend school		63,000	66,500	66,500	66,500	66,500
2. Number of daily minutes of math instruction	75	75	75	75	75	75
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90
5. Student enrollment number	657	618	600	600	600	600
6. Student attendance rate (must be a % between 0 and 100)	95.4%	94.7%	95%	95.5%	95.8%	96%
10. Types of increased learning time offered: -Longer School Year - LSY -Before/After School - BAS	None	BAS through 21st CCLC	BAS and LSY	BAS and LSY	BAS and LSY	BAS and LSY
11. Discipline referral numbers –behavioral referrals counted	662	638	400	350	325	300
12. Discipline incidents – number of suspensions and/or expulsions	239	136	110	90	70	50
13. Truants – number of unduplicated students w/truancy letters	76	212	100	90	80	60
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number). [ECS note: Data from past includes classroom teachers only, not special educators, ENL teachers, interventionists or specials teachers]	HE:55% (21) E: 45% (17) IMP: 0 IN: 0	HE:45% (18) E: 55% (22) IMP: 0 IN: 0	HE: 50% E: 50% IMP: 0 IN: 0	HE: 50% E: 50% IMP: 0 IN: 0	HE:50% E: 50% IMP: 0 IN: 0	HE:50% E: 50% IMP: 0 IN: 0
15. Teacher attendance rate (must be a % between 0 and 100)	91.5%	90.2%	95%	95%	95%	95%
16. Teacher retention rate (must be a % between 0 and 100)	88%	58%	95%	95%	95%	95%
ISTEP +DISAGGREGATE 2016-2017	IN - AA	RSA- AA	IN - Hispanic	RSA - Hispanic		
ISTEP+ Both English Language Arts and Math	26.3%	13.1%	40.3%	17.0%		
ISTEP+ English Language Arts Only	47.6%	20.5%	59.0%	25.8%		
ISTEP+ Math Only	30.0%	19.2%	45.7%	21.3%		
Discipline DISAGGREGATE 2016-2017	African Am	White	Hispanic	Multi		
Enrollment %	39%	7%	48%	5%		
Referral %	54%	7%	35%	4%		
Out of School Suspension %	71%	5%	20%	4%		

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1 page maximum for each section)

Instructional Programs	
LEA analysis	<p>The longitudinal student performance results are truncated because of historical reconfiguration. In 2006, the old Roosevelt Elementary closed and the new one opened a couple blocks away as a K-3 building until it reconfigured for the 2012-13 school year to reset the accountability clock for the sister school. RSA only appeared again on growth model charts in 2014 as the lowest performing school since, sometimes showing slightly above average growth in one subject, then the other, but never rising from the bottom. Over the course of time, the district has repeatedly invested in extensive program rehaul, from rich balanced literacy to strict basal adherence due to stern state oversight; from the infusion of cultural music opportunities to the integrated fun of science delivered by expensive local contractors. Title dollars have purchased kits and research-based assessments and book sets and piles of manipulatives. Experts have poked and advised and criticized and commended any sign of progress. The school website boasts a celebration of diversity, optimism, caring, hope and dreams of a great future. And yet, RSA's place in the state percentile ranking stubbornly persists.</p> <p>An analysis of the data reveals that no subpopulation is succeeding on any of the general measures or in the subtest domains. It does not seem to matter if one is living in poverty or in abundance. It does not seem to matter if one is black or brown or peach (with the exception of discipline data which will be addressed in the third section). Every measure of performance paints a picture of suppressed student achievement of about half of what is expected compared to similar students somewhere else. This suggests a pervasive, fundamental root cause rather than refined discernment. The critical mass of difficulty dominates and defines the program.</p> <p>Although there has been extensive investment in teacher professional development, curriculum, instruction, and assessment, it would be disingenuous to suggest that all teachers have what they need to be successful. In a recent RSA staff meeting where open-ended teacher input was solicited, there were 38 requests for more training on curriculum, instruction and collaboration. Seven of the teachers commented that the subpopulations of special needs were not being served. Another seven commented on the strain that they feel from the staff shortage. One teacher said, "Please bring happy back." With the extreme turnover rate, the professional body of knowledge is in constant flux. New teachers may stay just long enough to receive training and move to another building or another career. Experienced teachers find themselves addressing the persistent request to mentor and support others until they become exhausted. Empty spots are filled with any applicant who will take the challenge. People can easily become ornery and uncooperative with each other. Classrooms of children are routinely denied the attention of a qualified teacher team. This revolving door system is not sustainable.</p>

**Justification for
Selected Interventions
(include alignment to
model chosen)**

There are strong indications that teacher and leadership effectiveness has been compromised through the trauma of circumstance. Learning comes from a place of playful joy, not just for children, but also for adults. This is an emotional state that appears to be intentionally pursued by many individuals of RSA but perpetually elusive in this environment. Legacy curriculum in the building has been developed from opposing interventionists, in this case an outside organization intent on infusing music through El Sistema and another outside organization trying to create a dominate curriculum of integrated science. The inability to bring these two approaches into conceptual and political alignment has left the building with broken instructional supports and warring factions.

It is easy to see how a few challenges might be recoverable, but once the system begins to spiral, the negative energy compounds. A root cause analysis suggests possibly two bold actions. The first action requires stabilizing the staff membership in order to retain expertise and positive relationships. The teachers who choose this calling need to be well remunerated and filled with an enduring sense of purpose, accomplishment, and belonging that sustains them through the inevitable challenges they will face each day. There are already a substantial number of teachers in the building with this level of dedication but they are crying out for reinforcement. They need the resource of time to rejuvenate and maintain personal health. A partially constructed squad of average teachers will never be able to "flip a generation" as our Board member challenged us to do. For this reason, carefully-designed support and added pay to attract and retain our best becomes critical interventions.

The second action then is to empower the teacher teams and give them time to make solid curriculum and instructional decisions regarding that in which they want to become immersed. Rather than being forced to spasm from one great unrelated initiative to another commanded from someone outside of their team, the teachers will own the selection and design of the experiences for their children and find satisfaction in the journey of deeply perfecting their craft from one year's iteration to the next. Only with the stability of staff is high quality professional development a frugal and productive investment that will remain in the building.

There is an interdependent relationship between creating a positive school climate and stabilizing a fully-staffed building. Teachers leave because of a negative culture and the negative culture grows because the staff does not have the stability and institutional expertise to succeed. The recommended action is aligned most directly with the elements of the transformation model that (1) require a redesign of the current leadership structure in the building to empower collaborative teams of highly qualified teachers, (2) provide financial incentives and opportunities for teacher leadership to attract and retain the very best, and (3) increase teacher and school leader effectiveness through investing in professional development once the commitments to serving in the building have stabilized.

<p>LEA analysis</p>	<p>"In the last 10 years I have experienced 8 administrators." This quote from a veteran RSA teacher reveals a failed strategy of demanding immediate results through a "turnaround" philosophy that has done nothing but destabilize the ecosystem of the school's internal and external relationships. Much like the thought of sending in one single gladiator after another, the assumption that principalship is an independent trial and error proposition has left this school without a foundation of confidence and clear direction.</p> <p>Leading a school is no longer simply a matter of management. To be truly effective, a principal must be an instructional leader with a good working knowledge of curriculum and assessment protocol. He or she must be able to speak to the data with the confidence of comprehensive analysis and be able to articulate a clear relationship between the instructional practices selected for implementation in their building and the details of the expected outcomes. He or she must have access to ongoing support and rich, intentional, individualized leadership development.</p> <p>The lineup of principals selected for this challenge over the years has produced varying degrees of strong managers who often employ top-down authority, directing staff and students unilaterally. This may seem like the style that would bring clear direction to a chaotic circumstance. However, research suggests that enduring change in education must be owned by the members who are empowered to work together through complex dynamics. No doubt there must be clear direction and well-articulated instructional expectations that originate with a leadership team, but there also must be respect for the power of collaborative leadership. In the style of Professional Learning Communities (PLC) recently adopted by the district, there must be a designation of what is a fixed expectation. There must also be a structure of flexibility that allows the teams to determine how the fixed expectations will be accomplished. The teaching team must have a workable structure for making decisions, time to develop competencies, and trust to work through self-determined risks.</p> <p>Toward that end, the district created lead teacher positions for RSA this year and were fortunate to be able to identify and hire four outstanding educators to accept these positions. The intent was for these teachers to represent working groups in the building, encourage consensus, and establish positive and supportive working teams. However, feedback suggest that their roles have become unclear as the building struggles to function. The lead teachers are becoming overwhelmed with crisis response activities, classes that are without permanent teachers, meetings without great purpose, disrespect from disenfranchised staff, and a lack of real mechanisms to impact the direction of the building. Their assignments do not lend themselves access to all teaching teams and much is asked of them. Additionally the broader staff has retreated into a survival mode as they seek their own sense of meaning and purpose. While teachers express sincere dedication to the children they serve, some reluctantly accept the soft bigotry of low expectations because the system is not set up for their success.</p>
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**Justification for
Selected Interventions
(include alignment to
model chosen)**

A root cause analysis of this circumstance places front and center a solid collaborative leadership plan as the most promising leverage for change. The conversations around RSA recognize the issues to be an “adult problem” rather than a “kid problem”. The variables here suggest that decisions and commitments will be made with regard to the people and positions within and around the building and then the school must focus on high quality stability. This is not meant to require reassignments although that option is not precluded. Rather it means that there must be great attention paid to who is being asked to fill important roles so that adjustments can maximize effectiveness. This grant application assumes that these decisions will be a part of the introduction phase prior to the implementation year. These considerations are aligned most directly with the elements of the transformation model that require (1) a redesign of the current leadership structure in the building, (2) an increase in teacher and school leader effectiveness, and (3) the use of a teacher evaluation system which takes student growth into account as a significant factor.

After two years of collaborative work between administrators and teachers across the district, a new teacher evaluation system was designed for implementation this fall 2017. Prior to this year, the district was without a research-based system of measuring the impact of teacher behaviors on student performance. This year all educators are learning a new software system and the details of a Danielson model rubric which measures teacher performance in four domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Each domain contains measurable elements and rubrics that define gradients of performance. The framework serves as “the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.”² It also is the mechanism by which teacher effectiveness will be measured moving forward. The Elkhart Teacher Appraisal plan gives 65% of the effectiveness score to the teacher performance rubric and 35% to student learning objectives. As the district evaluation committee quipped: “Better Ourselves to Better Our Students”. The new plan leverages an alignment between the Danielson model and research-based PD. This system must be used vigorously and with fidelity to guide critical conversations about improvement at RSA.

Additionally during the course of this year, the corporation is developing a parallel system for measuring administrative performance which is also aligned with the Danielson Framework. It is the intention of the corporation to measure not only an administrator's ability to manage his or her building but also his or her skills and knowledge related to improving instructional experiences throughout the building. The principal evaluation rubric also includes a significant percentage of the evaluation be based on student learning objectives, particularly growth. Principals are simultaneously being held accountable to align the tenants of their buildings' School Improvement Plans and the teacher evaluation outcomes to the ELkhart Promise, which is: “Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community, will graduate career/college ready and life ready.”

² www.daniesongroup.org/framework/

School Infrastructure	
LEA analysis	<p>The actual RSA building is a relatively new and quite attractive. There is little to be done to improve the facility. However, in an analysis of the basic structures that allow for the school to function as a successful enterprise, it is essential to appreciate the broader neighborhood and social system in which the school is situated. Staff members have received training to develop cultural competency, but again, with the degree of staff turnover, no investment of professional development can be taken for granted. Members of the staff are routinely exposed to children who break down in tears because they are hungry, who are angry because they don't feel safe, who are worried because they are not sure who will provide for them, who have seen things that some of us will never have to see. This description is not intended to suggest that all children who attend RSA are neglected, but there is a critical mass of needy children who look to these teachers, their teachers, every day.</p>
	<p>Many of our children are remarkably strong and some find their way despite all odds. A common thread in the story of a successful child is that he or she has at least one person in his life who cared about him while he was growing up. Perhaps the assumption that our children need longer school days with teachers who become fully exhausted, counting the days until vacation, should fade to an understanding that children need more regular contact with a stable support system throughout their school years. For this reason, we are putting forth a proposal through this grant that maintains shorter days over more of a continuous calendar.</p>
	<p>The boundaries of RSA are entirely within a walk zone, therefore there is exceptional flexibility on how the school day is defined. Resources from a recently acquired 21st CCLC grant can be blended into this work to support activities outside of the school day. The vision that is under development with our community partners involves dividing this school of 600 students into six multi-aged "families" of about 100 students each. Teachers will be grouped to lead these families at a comfortably low ratio that will allow for co-teaching and small group endeavors throughout the day, similar to the new Mary Beck Lab school which credits early success to a SIG earned last year. On a rotating basis, each "family" will have a community center experience that will include participation by real family members in outings and events. The students will be paired with pals from other schools with whom they can write or do Google hangout school work together, maybe even traveling outside of the community on school outings as friends. A district bus will be assigned to the school for this purpose. Curriculum will be developed to foster higher expectations and connections to authentic learning.</p>
	<p>The change in calendar will require the assemblance of staff members who are agreeable to the additional two weeks of student days. We believe additional discretionary hours and an additional paid week of professional staff development time is also needed as a means to prepare instructional content, foster growth, and develop healthy team relationships. We expect this grant to demonstrate the value of investing in the model at which time the proven plan will be offered to the Board to continue once the grant expires.</p>

**Justification for
Selected Interventions
(include alignment to
model chosen)**

Learning from the SIG turnaround activities employed to address Mary Beck Elementary, a similar Elkhart school, there is no commodity that is more valuable than the positive energies of teachers. The teaching profession is arguably among the most difficult and the most important endeavors that can be pursued. Many young and experienced teachers alike have the capacity to work on more of a year-round basis given that the experience brings them professional satisfaction and an opportunity for a salary increase. The potential success of this proposal is exciting. This specific section speaks very directly to the required elements of (1) providing staff with financial incentives and opportunities for leadership development, (2) increased learning time for students and staff, (3) creating community oriented schools, and (4) providing operational flexibility and sustained support.

As an important component of this plan, the corporation is prepared to provide additional administrative and behavioral support for the school. The district has also been working over the last few years to build capacity to provide professional development and systems of support internally rather than always depending on an expensive external intervention. With thoughtful, frugal, and strategic collaboration on decisions of resource allocations among district Directors, great strides have been made in coordinating all of the federal and state funding sources as allowable. Investments are being concentrated on those actions that are most likely to yield the greatest impact. As mentioned previously, RSA currently has access to a newly awarded 21st Century Community Learning Center grant from Title IV which provides after school activities for children in the neighborhood. RSA is also top priority in the district per pupil expenditure ranking of Title I and has access to the new issuance of the smaller SIG distribution. If also granted the ability to fully implement this plan, the critical mass of coordinated resources provided in this moment in time gives us the best chance to "flip this generation".

In terms of the infrastructure of professional capacity and institutional knowledge, the pursuit of cultural competence remains critical. Resources will be dedicated so that each player can examine his or her personal cultural assumptions and biases as an ongoing lifelong pursuit. It was pointed out to the staff earlier this year that, although well-meaning, even the imposition of khaki slacks and collared polos as school uniforms a few years ago disregarded the cultural value of bright colors and exceptional individuality. The district's promotion of LaCrosse as a new sport again shows anglo saxon preferences. Community members suggest elevating Futbol (soccer) and boxing as extra-curriculars that will appeal to the cultures served in the building. There is a significant but often missed difference between imposing ideas through distant charity or pity on people in hardship (which keeps disadvantage in place) and empathizing through shared empowerment (which can lift people up). The school staff and the district leadership will be programmatically intentional in bridging that understanding.

Once the details have been worked out by the RSA staff regarding the agreed upon structure for the RSA school calendar, personnel commitments will be secured. Leadership roles will be further clarified and resources will be aligned. The team will be granted operational flexibility to the greatest extent possible while the district and the school staff work to secure the resources necessary to get the job done.

Part 6a: Selection of Improvement Model

Instructions: Based on our findings of the data sources, the LEA is selecting this model for this school: **X Transformation**

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Rationale for selected model: The data suggest action at a very fundamental level. The building must become a healthy place where highly effective professionals collaborate together to serve our students well. In order for this to occur, there must be bold action with regard to stabilizing the staff through **financial incentives and opportunities for teacher leadership development**. The two key actions related to this single element from the transformation model involve (1) providing an additional three weeks of pay to a select group of teachers and (2) organizing the school into six multi-aged “families” with smaller class sizes to allow for co-teaching, collaboration, individualized attention, and connections with the community.

\$→ The bulk of the grant budget is dedicated to supplementary support for teachers who are committed to grow professionally at RSA.

Describe how the model aligns with subgroup data: A deep dive into the academic performance data produces little information other than evidence that all student groups demonstrated minimal achievement, suggesting sweeping reform. However, there is a story of differentiated results between subgroups found in the discipline data. Specifically, Hispanic children receive 35% of the referrals and 20% of the out-of-school suspensions when they make up 48% of the school population. White and multiracial students receive discipline proportional to their ratios. However, African American students receive 54% of the referrals and 71% of the out-of-school suspensions when they only make up 39% of the school population. These findings of disproportionality bring more questions than answers. The program proposed in this grant initiates **a more community-oriented schooling** through increased teacher effectiveness and sustained professional development to further develop cultural understanding.

\$→ The costs to transport school “families” to engage in direct access with and beyond the community is included in the application.

Describe how the model aligns to the Overall Achievement Indicators: Unlike all elementary schools in ECS except for one, the children assigned to RSA all live within a walk zone. This gives much flexibility to the school leadership team to determine the school day and the student calendar in flexible ways without worrying about complications with transportation scheduling and costs. Empowering a group of highly motivated teachers is the key theme of the hypothesis component of the logic model used in formulating this proposal. This grant award will provide **operational flexibility and sustained support for increased learning time for students and staff** and will produce higher student achievement as measured by the overall indicators.

\$→ The bulk of the grant budget is dedicated to supplementary support for teachers who are committed to grow professionally at RSA.

Describe how the model aligns to the Leading Indicators: There is evidence in terms of teacher surveys and letters, mediation notes, observations, and parent feedback to suggest that a healthy leadership approach is greatly needed at RSA. Dr. Anthony Muhammad, a leading international expert in the areas of school culture and organizational climate, was asked how the culture of RSA could be improved following two days of training with the RSA staff. His response was: (1) more reflective dialogue and collaborative agreements, (2) formal development and quantification of improvement efforts, (3) more structure for collaboration, (4) integrated collective inquiry and professional learning into the culture of the school, and (5) more “us” instead of “me” in the dialogue. **Redesigning the current leadership structure** will impact data related to teacher attendance and performance.

\$→ PD provided through this grant will address the priorities of Collaborative Leadership, Cultural Awareness, and Curriculum Design Professional Development aligned with the Professional Learning Community model as provided through Solution Tree³

³ <https://www.solutiontree.com/>

Describe how the model will create teacher, principal, and student change.

Developing and increasing school leader effectiveness: (Replacement of the principal)

The principal was replaced in 2006, 2009, 2010, 2012, and 2016. Historical data is unable to trace a substantive change in overall achievement during any time during that period. This suggests that this particular intervention in excess may be counterproductive. However, during those years, the principal evaluation system was more of a narrative document and there was little or no weight on student outcomes in a transparent or high stakes manner. With the new system of accountability under development for ECS administrators this year, student learning outcomes are not only of significant weight but are also being written to be publicized. Principals will be evaluated on the effectiveness of their instructional leadership in the same categories as the teachers are rated in terms of their instructional effectiveness. Expectations of improved student outcomes at the building level will be shared between the teachers and administrators. The new data may suggest useful areas of strengths and needs with regard to individual leadership effectiveness and provide tangible areas of leadership development.

\$→ The funding request associated with this area is addressed in the cost of mentorship as required by the grant.

Use of a teacher evaluation system which takes student growth into account as a significant factor:

There is great expectation that a system of research-based indicators initiated this year will do much to advance the conversations around teacher effectiveness. The student assessments are selected to meet the mandates for using state testing results when necessary, but beyond that, teachers are encouraged to identify valid ways to measure student growth. It can be very discouraging for teachers in this circumstance if growth is not recognized. Year after year teachers have remained hopeful and possibly charted gains, but those gains were never good enough to be recognized as reaching the average achievement level. With the new Indiana school grade system, growth now has significant statistical value.

\$→ There is no funding request associated with this area since this is a district sponsored initiative.

Redesign of the current leadership structure in the building:

Mentioned for a second time in section 6A, this element will grow in importance as the critical aspects of staff stabilization take hold. Once a strong, committed teaching staff has been assembled, the formation of healthy working teams must be the next endeavor of this model. Identifying lead teachers was a good first step this year, but these teachers must be organized and empowered in such a way that they can truly lead collaborative consensus building processes. With the proposal to organize the building into 6 multi-age “families” of about 100 students and at least 6 teachers in each group, there will be much opportunity to participate in the leadership structure.

\$→ There is no new funding request associated with this area since this is more detail to support the intention to create strong teams of committed RSA teachers.

Increasing learning time for students and staff: A second working hypothesis of this grant proposal is that students do not need longer days but rather will do better with consistent contact in experiences connected with their community spread over time. Staff will be given a creative pallet for envisioning curriculum and instruction scheduled flexibly, giving more community access and more opportunities for looping and lasting relationships. Connecting within and beyond the neighborhoods will be a priority. The two additional weeks for students will bridge the gaps and provide more opportunity to learn, more stability and more achievement. The extra week of PD for teachers will support their performance as professionals.

\$→ Funding has been included in the budget to give teachers a choice for professional development services and access to a bus for excursions.

Part 6b: Selection of Improvement Model – Planning Year – Spring 2018

Instructions: ALL models must complete the planning year table below.

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
Replace the principal:	The principal was replaced in Fall 2016. He will participate in a comprehensive evaluation during the planning phase.	Winter 2017-18	No Cost	The principal's performance will be evaluated based on the Danielson rubric, student outcome data, and other documents prepared for the School Board.
Redesign the leadership structure	<p>A mentor or upper administrative leader will be selected to work with building administration. The following tasks will be addressed/completed by administrative team.</p> <ol style="list-style-type: none"> (1) Facilitate the process of solidifying community consensus regarding details of implementing a new model and redefining the calendar (2) Analyze the configuration of the lead teachers and their effectiveness in relationship to being empowered to lead others. Identify any adjustments that need to be made. (3) Define the process of identifying teachers for the new school model; carry out the selection. (4) Design a PD plan to build camaraderie and strong skill sets with the new teaching staff. (5) Design a mock schedule of how the students will belong to school "families". 	January 2018 - May 2018	No Cost	The administrative team will meet weekly. As the plan progresses, teachers will take more of the lead in the decision making process. A running record of decisions and action steps will be maintained by the team.
Use a teacher evaluation system which takes student growth into account as a significant factor:	<p>This will be the second half of the first year of implementation of the Danielson Framework for the corporation. Teachers will:</p> <ol style="list-style-type: none"> 1. Examine the success of student growth goals using ISTEP+, IREAD and NWEA for primary and secondary outcomes. 2. Meet in PLC to discuss data, student need, root cause, instructional adjustments and student growth. 3. Use results to guide decisions around the successful arrangement of staff and students for next fall. 	PLC meetings occurring on a weekly or biweekly basis	No cost	All process goals will be accomplished on time. PLC records will track process goals. Student data charts will be summarized and presented to the central office staff three times a year and to the Board of School Trustees at least once a year. State accountability measures will be watched closely in anticipation of growth. Teacher performance data will be used to set PD needs and student goals for next year.
Provide staff with financial incentives and opportunities for leadership development and increased learning time	<p>In collaboration with central office, building administrators will:</p> <ol style="list-style-type: none"> 1. Identify RSA Staff 2. Schedule PD on Collaborative Leadership, Cultural Awareness, and Curriculum Design PD in the spirit of Professional Learning Communities (PLC) from Solution Tree 3. Design and seek approval for the RSA calendar by the Board of School Trustees. Calendar will include 2 extra weeks of school and 1 extra week of teacher PD days. 4. Appropriate added pay for RSA teachers. 	Established in preparation for the next school year	1 week of PD during the month of July. Teachers (47) are paid for an added 1 week of PD at \$100/ day + benefits (27,965)	The accomplishment of process goals will be tracked. The staff roster will be filled early in the summer with highly motivated teachers. Teacher satisfaction data will be collected and analyzed each year with the goal of affirming positive energy.

Increased learning time for students; creating community-oriented schools.	Teacher teams will design curriculum for “family” units, integrating essential standards and designing/selecting formative assessments. Teacher groups will work with the Coordinator of the 21st CCLC grant to meet the community partners and explore opportunities to work together.	Skeleton of community connections by June 2018	Teachers can each access curriculum writing. All cost for this activity are included in the above PD.	Each teacher will be prepared to teach the first unit in the fall at a minimum. Units will meet the quality standards established in the district rubric.
Providing operational flexibility and sustained support	Teacher leaders participate in the district instructional cycle teams to learn about and influence district-wide adoptions and purchases. Teacher teams will provide unique curriculum requests to the business office for the fall. If material is supplemental, teachers can explore with the Title I Director if there is capacity to purchase. Building Administrative team will meet with the CFO to better understand budget latitude.	Allocations in the district 2019 budget must be submitted to business office before May 2018	No cost written in grant	Students will participate regularly in education within and beyond their neighborhood. They will be provided with high quality curriculum material and instruction relevant to the unique programming ideas for their “family”. Teachers will have materials as needed.

Part 6c: Selection of Improvement Model – Implementation Years – SY 2018-2019, SY 2019-2020

Instructions: Complete the table below detailing the two-year implementation plan.

Required Elements	Person(s) Responsible	Action Steps		Budgeted Items	Measurable Outcomes
		SY 2018-2019	SY 2019-2020		
Replacement of the principal	Superintendent will work with building leadership team to assure strong performance of team.	A strong accountability and professional development plan will be in place for the administrative team. Mentor will have a daily presence in the building. Meetings will be held weekly between building staff and central administration to assure high quality leadership.	A strong accountability and professional development plan will be in place for the administrative team. Mentor will have a daily presence in the building. Meetings will be held weekly between building staff and central administration to assure high quality leadership.	No cost is associated with this in the grant budget.	A survey will be given to staff and community members which will be used in a 360 degree evaluation protocol.
Redesign of the leadership structure in the building	Building administrators Including lead teachers	<u>By Aug:</u> Administrative team establishes a council of community advisors and parents to meet monthly. Design an agenda format. <u>By Aug:</u> With teacher leaders, establish a clear organization of teacher leader roles with a visual schema representing the communication flow to optimize leadership capacity of staff. Distribute collaboratively designed expectations to staff. <u>By Sept:</u> Lead team examines and updates all overall achievement and leading indicators, including a disaggregated analysis. <u>By Oct:</u> Lead team prepares and presents progress on School Improvement Plan to Board of School Trustees.	<u>By Aug:</u> Reaffirm membership on a continuing council of community advisors and parents to meet monthly. Make improvements to format. <u>By Aug:</u> Reaffirm organization of teacher leader roles and communication flow to optimize leadership capacity of staff. Distribute collaboratively designed expectations. <u>By Sept:</u> Lead team examines and updates all overall achievement and leading indicators, including a disaggregated analysis. <u>By Oct:</u> Lead team prepares and presents progress on School Improvement Plan to Board of School Trustees.	No cost is associated with this in the grant budget.	In addition to the survey, concrete progress will be evidenced through the analysis of the overall achievement and lead indicators.
Use of a teacher evaluation system which takes student growth into account as a significant factor:	Administrative team in collaboration with teaching staff. This will be the second year of implementation of the Danielson Framework for the corporation	<u>By Sept:</u> 1. Set student growth goals using ISTEP+, IREAD and NWEA for primary and secondary outcomes. 2. Set "family" achievement goals and building goals. In weekly meetings all year:	<u>By Sept:</u> 1. Set student growth goals using ISTEP+, IREAD and NWEA for primary and secondary outcomes. 2. Set "family" achievement goals and building goals. In weekly meetings all year:	No cost is associated with this in the grant budget.	Teachers will have solid evidence to support the ranking of highly effective which includes student growth metrics.

	Students will be trained to track their own growth as well.	3. Engage students and teachers in tracking student data utilizing progress monitoring tools. 4. Meet in PLC to discuss data, student need, root cause, instructional adjustments and student growth.	3. Engage students and teachers in tracking student data utilizing progress monitoring tools. 4. Meet in PLC to discuss data, student need, root cause, instructional adjustments and student growth.		Progress will be evidenced through the analysis of the overall achievement and lead indicators.
Provide staff with professional and leadership development	Central Office team will administratively support plan.	<u>By August:</u> Teachers will receive 1 week of PD to include curriculum writing, best instructional practices and will embed time for teachers to put their learning into practice.	<u>By August 2019:</u> Teachers will receive 1 week of PD to include curriculum writing, best instructional practices and will embed time for teachers to put their learning into practice.	Teachers (47) are paid annually for an added 1 week of PD at \$100/day + benefits (27,965)	Teacher evaluation system will contain evidence of outstanding instructional practices.
Increased learning time for students	Lead Team will design learning opportunities	<u>By July:</u> Execute a marketing plan to inform families of the changes in the academic calendar for RSA. <u>By Aug:</u> Braid resources with the 21st CCLC to leverage programming already in place.	<u>By July:</u> Execute a marketing plan to remind families of the differences in the academic calendar for RSA. <u>By Aug:</u> Braid resources with the 21st CCLC to leverage programming already in place.	Teachers (47) are paid 2 weeks of teaching at teachers' hourly rates + benefits	Evidence of community awareness and enthusiasm through AdvancEd SIP surveys. Calendar of extra curricular opportunities.
Increased learning time for staff	Administrative and Lead Team	<u>By July:</u> Secure PD contracts with Solution Tree, and establish schedule that includes internal professional development days. Verify availability and block subs.	<u>By July:</u> Secure PD contracts with Solution Tree and establish schedule that includes internal professional development days. Verify availability and block subs.	Professional Development: \$1000/day for presenters and \$100/day for subs. Three days total for each of six "families"	Teachers will collect professional growth points (PGPs) and will evidence the application of new instructional skills through the teacher evaluation ratings.
Creating community -oriented schools; Provide operational flexibility and sustained support	Administrative Team, Lead Team, and Community Advisory with support of district transportation dept.	<u>By July:</u> Define study trip calendar to correspond with planned units of study and community opportunities. Include opportunities for community to push into school program. <u>Ongoing:</u> Work with community leaders to develop a plan of sustainability.	<u>By July:</u> Define study trip calendar to correspond with planned units of study and community opportunities. Include opportunities for community to push into school program. <u>Ongoing:</u> Work with community leaders to develop a plan of sustainability.	The cost to assign bus drivers to serve RSA year round for study trips. Cost includes bus driver rates at 16.14/hr + benefits (4,755) and mileage and transportation costs (10,750) Total = 16,000	

Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Replacement of the principal	By this time, leadership structure is stable and legacy plans are in place to maintain what has been accomplished			RSA becomes a site that other schools study and visit due to the success of the model.
Redesign of the leadership structure in the building	<p>Administrative and Lead Teacher Team reaffirms membership on a continuing counsel of community advisors and parents to meet monthly. Make improvements to format.</p> <p>Administrative team reaffirms organization of teacher leader roles and communication flow to optimize leadership capacity of staff. Redistribute collaboratively designed expectations.</p> <p><u>By Sept:</u> Lead team examines and updates all overall achievement and leading indicators, including a disaggregated analysis.</p> <p><u>By Oct:</u> Lead team prepares and presents progress on School Improvement Plan to Board of School Trustees.</p> <p><u>By Nov:</u> Lead team has prepared a roll out plan that identifies the successful components necessary to scale up for other buildings. Looks for conferences to present.</p>	<p><u>By Aug 2020</u></p> <p><u>By Aug 2020</u></p> <p><u>By Sept 2020</u></p> <p><u>By Oct 2020</u></p> <p><u>By Nov 2020</u></p>	<p>Conference attendance for presentation; Estimated cost for travel expenses (4,740)</p>	<p>PLC (Professional Learning Community) model is in place as an ongoing cultural centerpiece of the way the building operates.</p> <p>Overall Achievement and Leading Indicators have all shown expected progress.</p> <p>Successful feedback from presentation.</p>
Use of a teacher evaluation system which takes student growth into account as a significant factor:	<p><u>By Sept:</u></p> <ol style="list-style-type: none"> 1. Set student growth goals using ISTEP+, IREAD and NWEA for primary and secondary outcomes. 2. Set “family” achievement goals and building goals. <p><u>In weekly meetings all year:</u></p> <ol style="list-style-type: none"> 3. Engage students and teachers in tracking student data utilizing progress monitoring tools. 4. Meet in PLC to discuss data, student need, root cause, instructional adjustments and student growth. 	Ongoing work of administration and teachers	No cost is associated with this in the grant budget since this is a district-wide investment.	<p>Teachers will have solid evidence to support the ranking of highly effective which includes student growth metrics.</p> <p>Progress will be evidenced through the analysis of the overall achievement and lead indicators.</p>
Provide staff with financial incentives & opportunities for	Business and HR office are prepared to pay teachers according to plan.	<u>By July 2020</u>	Teachers are paid for 2 wks additional at	Teacher evaluation system will contain evidence of outstanding instructional practices for the teachers of RSA.

leadership development	Board of School Trustees discusses the impact of the implementation of this model and determines if it has been effective to the degree that the district will take on the cost of maintaining the program. Consideration will be given to expanding the model to schools in the district with similar challenges.	<u>By Jan 2020</u>	teachers' hourly rate + benefits (151,575)	
Increased learning time for students and staff	Execute a marketing plan to remind families of the differences in the academic calendar for RSA. Braid resources with the 21st CCLC to leverage programming already in place.	<u>By July 2020</u> <u>By Aug 2020</u>	As stated above, teachers are paid for 2 additional weeks at teachers' hourly rate + benefits (151,575)	Evidence of parent/community awareness and enthusiasm through AdvancEd SIP surveys. Calendar of extra curricular opportunities Teachers will collect professional growth points (PGPs) and will evidence the application of new instructional skills through the teacher evaluation ratings.
Creating community-oriented schools; Providing operational flexibility and sustained support	Define study trip calendar to correspond with planned units of study and community opportunities. Include opportunities for community to push into school program. Work with community leaders on a plan of sustainability.	<u>By July 2020</u> <u>Ongoing</u>	The cost to assign bus drivers to serve RSA year round for study trips. Cost includes bus driver rates at 16.14/hr + benefits (4,755) and mileage and transportation costs (10,750) Total = 16,000	Students will participate regularly in education within and beyond their neighborhood. They will be provided with high quality curriculum material and instruction relevant to the unique programming ideas for their "family". Student surveys will indicate a high level of engagement and student motivation to learn.

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Redesign of the leadership structure in the building	<p>Administrative and Lead Teacher Team reaffirms membership on a continuing counsel of community advisors and parents to meet monthly. Make improvements to format.</p> <p>Administrative team reaffirms organization of teacher leader roles and communication flow to optimize leadership capacity of staff. Redistribute collaboratively designed expectations.</p> <p><u>By Sept:</u> Lead team examines and updates all overall achievement and leading indicators, including a disaggregated analysis.</p> <p><u>By Oct:</u> Lead team prepares and presents progress on School Improvement Plan to Board of School Trustees.</p> <p><u>By Nov:</u> Lead team has prepared a roll out plan that identifies the successful components necessary to scale up for other buildings. Looks for conferences to present.</p>	<p><u>By Aug 2021</u></p> <p><u>By Aug 2021</u></p> <p><u>By Sept 2021</u></p> <p><u>By Oct 2021</u></p> <p><u>By Nov 2021</u></p>	<p>Cost associated with this action step have previously been invested. No additional costs are associated with this element.</p>	<p>PLC (Professional Learning Community) model is in place as an ongoing cultural centerpiece of the way the building operates.</p> <p>Overall Achievement and Leading Indicators have all shown expected progress.</p> <p>Successful feedback from presentation.</p>
Use of a teacher evaluation system which takes student growth into account as a significant factor:	<p><u>By Sept:</u></p> <ol style="list-style-type: none"> 1. Set student growth goals using ISTEP+, IREAD and NWEA for primary and secondary outcomes. 2. Set "family" achievement goals and building goals. <p><u>In weekly meetings all year:</u></p> <ol style="list-style-type: none"> 3. Engage students and teachers in tracking student data utilizing progress monitoring tools. 4. Meet in PLC to discuss data, student need, root cause, instructional adjustments and student growth. 	<p>Ongoing work of administration and teachers</p>	<p>This provision will continue to be supported as a district-wide initiative.</p>	<p>Teachers will have solid evidence to support the ranking of highly effective which includes student growth metrics.</p> <p>Progress will be evidenced through the analysis of the overall achievement and lead indicators.</p>
Provide staff with financial incentives & opportunities for leadership development	Board of School Trustees will act on decisions from the previous year regarding continuing the program.	<u>By July 2021</u>	Cost associated with these action steps come out of the district's education fund as defined in HB1009.	The RSA Model will become a proven concept worthy of investment.
Increased learning time for students	Board of School Trustees will act on decisions from the previous year regarding maintaining RSA's calendar.	<u>By July 2021</u>		The RSA Model will become a proven concept worthy of investment.
Increased learning time for staff	District leaders will plan with building leaders for professional development according to the capacity in Title I and II.	<u>By July 2021</u>	Costs will be addressed as priority	The RSA Model will become a proven concept worthy of investment.

			expenses of Title I and II.	
Creating community-oriented schools Providing operational flexibility and sustained support	Board of School Trustees will act on decisions from the previous year regarding the provision of a bus and other expenses related to maintaining the success.	<u>By July 2021</u>	Cost associated with this action step come out of the district's operations fund as defined in HB1009.	The RSA Model will become a proven concept worthy of investment.

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
IREAD ISTEP+ NWEA WIDA-ACCESS SRI (Scholastic Reading Inventory) Curriculum based assessments for data team meetings CoGAT for high ability	PRIDE(PBIS as a report card measure) Elkhart Elementary Academy (Self-contained and transitional programming) Child and Parent Services; Building Blocks Program for Neglected and Abused Children Bashor Behavioral Health Center - Educational Day and Residential Programs Lifeline Five Star	District data tracking through PowerSchool Elkhart County Attendance Level System Lifeline Five Star 21st CCLC	Oaklawn Systems of Care Center for Community Justice - Restorative Justice	Powerschool	Triple P - Positive Parenting Program to support the development of the whole child MTSS (GEI) English Language Learners Special Education AdvancED Accreditation

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year.

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2017-18 and how this will be aligned to your grant.

The Instructional Leadership Department has initiated an instructional blog where we are requiring all grant recipients in the district to post weekly progress related to metrics of the grants. In addition, it is our intention to get every school in our district credentialed through AdvancED, so we are tracking our journey here. RSA will be expected to post stories and pictures to this blog on a regular basis

ELKHART COMMUNITY SCHOOLS INSTRUCTIONAL BLOG

CONTENT AREA ▼

INSTRUCTION

LEADERSHIP

SIG ▼

TIPS ▼

UPDATES



Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding	X	<input type="checkbox"/>	The grant writing team, administrators and teachers, engaged in training and conversations regarding the logic model and the alignment of root cause analysis; hypothesis of resources needed for maximum impact and accountability. Although there are many things that RSA needs, plans were scaled back to focus on just the key action steps related to stabilizing a highly effective staff to ensure ongoing stability and sustainability.

<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies <p>Evidence A1 - Staff Resumes</p>	X	<input type="checkbox"/>	<p>Beth Williams, the Director of Federal Programs, is well respected for her knowledge and accountability in the administration of federal grants. She currently oversees all of the Title programs including two 21st CCLC grants and two SIGS.</p> <p>Dr. Dawn McGrath, the Deputy Superintendent, has served at the IDOE in an oversight role of federal and state grants total \$1 billion during the era of ARRA. She has written and supervised numerous grants in a number of school corporations.</p> <p>Combined they have 32 years of administrative federal programming oversight experience and are committed to remain in the district for the duration of this grant award.</p>
<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing school 	X	<input type="checkbox"/>	<p>Evidence A6 Notes from the Elkhart Community Board Work Session, October 10, 2017</p> <p>Evidence A11 - Board Presentation</p> <p>Evidence A15 -Board of Trustees Assurances Letter signed by the President</p>
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes • Superintendent Presentation • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	X	<input type="checkbox"/>	<p>Evidence A16 -Letter of Assurances from Superintendent</p>

<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation 	X	<input type="checkbox"/>	<p>Evidence A17 -Letter of Assurance from the Elkhart Teachers' Association (ETA)</p> <p>Evidence A18 - List of Teachers in Attendance at Board Meeting</p> <p>Evidence A19 - Letter of support from Teacher</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model Principal ownership in staff hiring process Detailed and descriptive staff hiring process <ul style="list-style-type: none"> Staff transfer policies & procedures Staff recruitment, placement & retention procedures 	X	<input type="checkbox"/>	<p>Four years ago, the District in collaboration with ETA, offered a special contract to teachers of Mary Beck Elementary. Called "The Covenant", it rewarded the teachers who promised to stay with the school for three years. Last year through a SIG, flexible plans were again implemented for Beck. The plans as explained in this grant, are similar to past agreements and procedures.</p> <p>Evidence A20 -District Hiring Practices</p>

7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the **required** pieces:

- Monthly Monitoring of SIG Programming & Implementation
- Evaluation System for Programming & Implementation of SIG
- Data Review Plan
- Special Populations Review Plan
- Fiscal Monitoring Plan
- Timeline & Responsible Parties for all above plans

Evidence A23 - Project Check
Evidence A24 - Timeline Check
Evidence A28 - Comprehensive Needs Assessment
Evidence A30 - eleot classroom observation tool from AdvancED
Evidence A32 - District Assessment Calendar
Evidence A33 - ISTEP+ Trend Data
Evidence A34 - NWEA Data

X



Intervals across the life of the grant.

Special Populations Review: The Director of Special Education, the Assistant Superintendent of Student Services, the Director of Assessment and Data, and the ENL Coordinator will schedule two checkpoint meetings to review data and service implementation plans.

Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X	<input type="checkbox"/>	The Deputy Superintendent is responsible for implementation. The Director of Federal Programs is responsible for compliant implementation and budget management. The business office is responsible for supporting the funding processes.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs. Evidence A36 - Letter of Support from Deputy Superintendent Evidence A37 - Grant Writing Training using the logic model	X	<input type="checkbox"/>	Beth Williams, the Director of Federal Programming, is well respected for her knowledge and accountability in the administration of federal grants. She currently oversees all of the Title programs including two 21st CCLC grants and two SIGS. Dr. Dawn McGrath, the Deputy Superintendent, has served at the IDOE in an oversight role of federal and state grants total \$1 billion during the era of ARRA. She has written and supervised numerous grants in a number of school corporations. Combined they have 32 years of administrative federal programming oversight experience and are committed to remain in the district for the duration of this grant award.
3. School's SIG plan addresses needs of all students and subgroup populations.	X	<input type="checkbox"/>	The Instructional Leadership Department is guided in action by the belief statement: "We are responsible for the learning and well-being of ALL students."

4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X	<input type="checkbox"/>	ECS uses electronic communications and letters home. ECS has interpreters and Title I funded parent liaisons.
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	X	<input type="checkbox"/>	We are without findings.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	X	<input type="checkbox"/>	We appropriately spend all of our funds as issued.

Part 11: Budget

Instructions: The budget has been completed in a separate Excel workbook and is summarized here as well.

Roosevelt STEAM Academy 1003(g) SIG 4 Year Budget							Allocation = 734,000	
	Year 1 (2017-2018)		Year 2 (2018-2019)		Year 3 (2019-2020)		Year 4 (2020-2021)	
Budgeted Items	Expense/Salary	Benefits	Expense/Salary	Benefits	Expense/Salary	Benefits	Expense/Salary	Benefits
Mentor for Bldg Admin	0.00		0.00		0.00			
PD Curriculum Writing/Implementation ; Yrs 1-3 = 10 hrs X 28.85/hr X 47 tchrs)	0.00	0.00	0.00	0.00	0.00	0.00		
1 Week of Additional PD (47 tchrs X 100.00/day X 5 days)	23,500.00	4,465.00	23,500.00	4,465.00	23,500.00	4,465.00		
2 Weeks of Additional Teaching (47 tchrs X 1000/wk X 2wks)			151,575.00	28,800.00	151,575.00	28,800.00	151,575.00	28,800.00
Teacher Added Pay Incentive (47 tchrs X 2000)			0.00	0.00	0.00	0.00	0.00	0.00
PD Presenter (3 days per family @ 1,000/day X 6 families)			18,000.00		18,000.00			
(above) 47 tchrs x 2 days = 94 days			9,400.00	720.00	9,400.00	720.00		
Conference/Travel							4,740.00	
Transportation			16,000.00		16,000.00		16,000.00	
	23,500.00	4,465.00	218,475.00	33,985.00	218,475.00	33,985.00	172,315.00	28,800.00
Total for each year	27,965.00		252,460.00		252,460.00		201,115.00	
4 YEAR GRANT TOTAL	734,000.00							

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations

- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this SIB application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

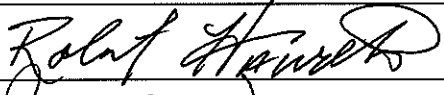

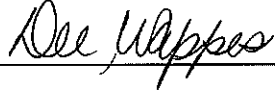
☐ "Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

☐ Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds

- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	1-22-2018
Title I Administrator Signature:		Date:	1-22-2018
Principal Signature		Date:	1-22-2018